DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

Queensland State School Reporting – 2011
Isis District State High School (2063)

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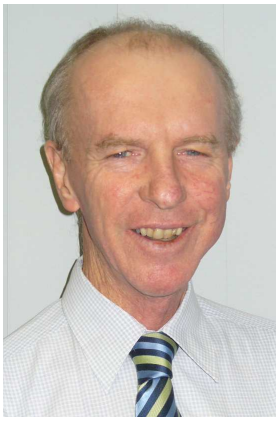
Principal's foreword

Introduction



Isis District State High School emphasises focussed learning in the context of a supportive environment where partnerships between staff, students, parents/carers and community members share the responsibility for student learning and ongoing review of our practices.

Isis High, like other Queensland schools, reflect the community they serve and, as such, it is important that they report essential information on their operations and achievements that contribute to a greater community understanding and confidence. It also allows Queensland parents to receive information that may assist in making informed choices about schools.

Schools are required to provide a broad range of information to parents and the community by way of this School Annual Report on the previous year's achievements. The report that follows will include information that describes key aspects of:

- School context
- Staff profile
- Student performance

School progress towards its goals in 2011

This school has continued to make significant progress towards meeting its goals throughout 2011. These include:

- Focussed instruction in literacy and numeracy resulting in students meeting the National Minimum Standard in four of the five strands in the annual testing program *National Assessment Program – Literacy and Numeracy (NAPLAN)*
- Alignment of curriculum and assessment programs in the 'junior school' based on 'essential learnings'
- An emphasis on the use of Information Communication Technologies (ICTs) embedded in all curriculum programs
- Senior schooling achievement data remaining strong in comparison with other schools, including
    - 74% of eligible students gaining an Overall Position (OP) Score between 1 and 15
    - 100% of students who wish to attend university being offered a placement
    - 77% of Year 12 students awarded a Queensland Certificate of Education
    - 80% of Year 12 students gained a nationally recognised vocational qualification
    - continuing strong training and employment pathways, for students, within the community
- New and completely refurbished science laboratories were opened for student use
- Resource Centre was completely renovated to transform it to a modern learning environment
- Electronic roll-marking through *ID Attend* was introduced to support regular school attendance by students
- A focus on supporting student well-being through a positive and pro-active school climate
- Continuing provision of a range of extra-curricular programs and excursions to enrich students' school experiences
- A comprehensive school community consultation in planning for the National Partnership Agreement implementation

Our school at a glance

Future outlook

Isis District State High School has been identified as a *National Partnership Agreement* school which means it will have additional funds to support further improved students outcomes. A four year National Partnerships Strategic Plan was developed in consultation with the school community and is available through the school website.

Significant areas of school action throughout the coming year include:

- Students meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving. This will be achieved through a range of strategies grouped around:
    - Organisational and structural arrangements
    - Collaborative planning by teachers
    - Building the capacity of teachers through professional development
- Implementing the National Curriculum in Year 8, 9 and 10 English, Mathematics and Science and preparing for the implementation of History in 2013.
- Ensuring a multitude of pathways exist for the diverse range of senior learners
- Implementing a more rigorous and systematic preparation for students completing the *Queensland Core Skills (QCS) test*
- Increasing the opportunity for students to gain a *Queensland Certificate of Education* (QCE) or *Queensland Certificate of Individual Achievement* (QCIA) by introducing a Senior Student – Teacher Mentoring program
- Improving attendance by focussing on the Queensland Government *Every Day Counts* strategy and increasing the functionality of the *ID Attend* program (eg. introducing SMS text messaging to contact parents for student absence).
- Implementation of the School Wide Positive Behaviour Program to more explicitly recognise good student behaviour and enhance emotional social learning and values
- Introduce the *Alternate Learning program* for disengaged junior phase learners that focuses on literacy and numeracy instruction, vocational preparation and development of values
- Enact *Closing The Gap* strategies for indigenous students including developing Individual Learning Plans, exposure to desirable role models and implementing *Embedding Aboriginal and Torres Strait Islander Programs* (EATSIPs) as well as a focus on providing post schooling options for indigenous students.
- Enhanced access to vocational training programs and qualifications through opening of the school Trade Training Centre facilities
- Establishment of the student laptop program through provision of laptops from the National Secondary Schools Computer Fund (NSSCF) with a target of Year 10 students and their use within curriculum programs and ‘flow over’ to Year 11 and Year 12
- Continuing to build strong community confidence in the school

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Year 8 - Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
429	225	204	91%

Characteristics of the student body:

Students attending Isis District State High School come from the township of Childers (in which the school is situated) and the surrounding communities of Woodgate, Howard, Cordalba, Apple Tree Creek and Booyal. Young people from Biggenden complete their senior schooling at Isis High following their completion of Year 10 at Biggenden State School. The great majority of students (80%) travel to and from school by bus.

Families have a diverse background including a significant proportion that rely on agriculture (sugar cane and small crops) or agriculture-related industries. The average socio-economic status of families with students attending Isis District State High School is lower than the Australian average and, as a result is supported by the Federal Government National Partnerships Schools program. The school has an Index of Community Socio-Economic Advantage (ICSEA) of 940 compared to the Australian average of 1000. During 2011, the school ‘s enrolment included 7% indigenous students and 2% students with a non-English speaking background.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Year 8 – Year 10	19.2
Year 11 – Year 12	17.2
All Classes	18.5

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	73
Long Suspensions - 6 to 20 days	9
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

In Year 8, 9 and 10 students complete a curriculum in English, Mathematics and Science that is consistent with the National Curriculum (syllabuses produced by the *Australian Curriculum Assessment and Reporting Authority*). In 2013, History will be added to this suite of subjects.

Year 8 and 9 students complete a 'junior phase of schooling' curriculum with a strong focus on literacy and numeracy skills. For subjects other than those linked to the National Curriculum, they are based on 'key learning areas' incorporating 'essential learnings' from *Queensland Studies Authority* syllabuses

Year 10 serves as a 'transition' year that concludes the junior phase and prepares students with the skills required for successful participation in the senior phase of learning.

Year 11 and 12 comprise the 'senior phase of learning'. This is based on a broad offering of academic subjects and a diverse array of accredited vocational education, offered within and external to the school. Senior students are also able to access vocational programs not able to be offered at the school, such as hairdressing and automotive, through the partnership School-TAFE Links program. The school also supports students participating in the School-based Traineeships and Apprenticeships in order to establish a career pathway after completion of school.

Some subjects are able to be offered via virtual schooling or distance education. All senior students are supported in planning an individual learning pathway to a viable post-school destination.

Extra curricula activities

The school encourages students to participate in a range of sporting activities in both the Bundaberg district competition and in the North Burnett regional competition that provides further representative opportunities.

In 2011, 60 students gained representation in North Burnett district sporting teams, while 8 went on to be selected at a Wide Bay regional level. Of these, one student went on to represent the state of Queensland in national competition.

Cultural activities including a range of competitive speaking opportunities, an instrumental school Concert Band and school Strings Ensemble and an annual musical presentation, including the award-winning Rock Eisteddfod. .

The 2011 cultural presentation was the school presentation, *Destiny*! (*pictured right*) in the Queensland Rock Eisteddfod competition at the Brisbane Entertainment Centre in Boondall. Students performed incredibly well on the big stage of the Brisbane Entertainment Centre and received three Awards of Excellence for *Visual Enhancement, Drama and for Health, Lifestyle and Creative Thinking*. The many long hours of rehearsing and co-ordination obviously paid off in the high standard of the presentation.

Involvement by staff and students in these joint cultural projects go a long way to supporting student spirit, engagement and opportunity in the school. The 2012 year will see students participating in a school musical presentation, *Cabaret!* at the Isis Cultural Centre in August.

In addition, a myriad of further opportunities that enrich the school experience for students are offered such as participation in the Maryborough Technology Challenge, Creative Generation Arts Awards, Isis High Cattle Club, Australian Business Week, numerous excursions and the like.

Our school at a glance

How Information and Communication Technologies are used to assist learning

Isis District State High School believes that ICTs and eLearning can be a wonderful enabler to improving student learning outcomes. A range of eLearning tools and teaching practices are used at Isis to provide students with engaging, collaborative learning experiences. With the implementation of a 1-1 student take home laptop program in Year 10 with extension to some students in Years 11 and 12, the school is now enjoying a ratio of access for one computer per student.

Students and staff at Isis enjoy the use of the refurbished Resource Centre computer space in addition to the newly added computers to the Manual Arts laboratory. In addition to this, there are numerous other labs and laptop pods that can be utilised during lessons. Most classrooms and speciality areas have recently been upgraded to a level of technology that includes wireless access to the school's network and data projection facilities and equipment

This year has seen a focus on building the capacity of teaching staff in the area of elearning. As a result, many staff at Isis have increased their usage of online learning environments. Many students now participate in online learning spaces as virtual classrooms, allowing them to access their learning anytime, anyplace. The school has also invested in a new Head of Department – eLearning position which has allowed facilitated teacher access to professional development and guidance necessary to support students in making the most of ICT devices and eLearning teaching practices.

Social climate

Isis District State High School has a student Responsible Behaviour Plan linked with clearly defined processes which monitor and modify negative behaviour and also identifies and acknowledges positive behaviour in students. Each year level is managed by a Year Level Co-ordinator and a Deputy Principal who meet weekly with other support staff to monitor student behaviour.

The school has a strong anti-bullying philosophy based on open disclosure of information, intervention and support for all parties. This is fostered through a Year 8, Year 11 and Year 12 personal development program, as well as in specific subject areas in Year 9 and 10. This policy is regularly reviewed and updated and has been vigorously promoted to students in 2011/12.

As part of our National Partnership Strategic agenda the school has embarked on implementing *School Wide Positive Behaviour Support* program where positive behaviours are explicitly taught and acknowledged through an incentive awards program. The well-recognised Merit Award system continues as a part of this program whereby all students are encouraged to achieve to the best of their potential.

The school also has a strong ethos encouraging 'democratic leadership'. An active, representative Student Council is highly effective and is supported by a Year 12 senior leadership program. This program emphasises personal leadership which is fostered through school activities whereby all students have the opportunity to participate, for example Australian Business Week and Senior Leadership Camp. Development of strong values is encouraged through participation in community activities such as in Anzac Day march (*pictured*) and service.

The National Partnership Schools program has allowed the appointment of a Head of Department (Student Services) to further support student welfare and well-being through various support programs and coordination of a range of other specialist staff including a guidance officer, learning specialist, school-based nurse, student support officers and a school chaplain

School Opinion Survey data (see below) from students and parents consistently rate the school climate (including aspects of safety, fairness and behaviour) as comparable to that of other similar schools throughout Queensland.

Our school at a glance

Parent, student and teacher satisfaction with the school

Schools are required to report their performance against the five performance measures of the *School Planning, Reporting and Reviewing Framework.* They Include:

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	66%
Percentage of students satisfied that they are getting a good education at school	73%
Percentage of parents/caregivers satisfied with their child's school	72%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	64%
Percentage of staff members satisfied with morale in the school	66%

The above figures show an increase in student and staff satisfaction on previous years

Parent satisfaction data for the sample surveyed has decreased slightly in 2011 compared to previous years. Consequently, significant attempts are being made to ensure parents are informed of the fine work being completed by students and staff at Isis District State High School.

Involving parents in their child's education

The school encourages regular 'three way' communication between teacher, student and parent. Parents are afforded the opportunity to request a teacher interview at any time.

In addition, there are two formal opportunities per year for parents and students to talk with teachers at a Parent-Teacher Interview evening. These occur early in Term 2 and Term 3.

Students receive three progress reports during the year. These include an Interim Report after Term 1 and a Semester Report at the conclusion of each of Semester 1 and Semester 2.

An effective Parents and Citizens' Association operates to support student learning through financial means and participation in strategic direction-setting within the school.

In addition, there are a number of specific parent support groups that operate at a very successful level. For example,

- the CLiPs program involves the training of community volunteers in the teaching of reading who then work with students in need of literacy support for reading
- the Chaplaincy program coordinates a group of committed volunteers to provide breakfast for students once a week
- the school enjoys strong support from an indigenous support group
- Parents and supporters often provide assistance to staff on a variety of excursions, including sport and music.

Our school at a glance

Reducing the school's environmental footprint

The school has continued to ensure a strong commitment to reducing our 'environmental footprint' wherever possible.

Improved monitoring systems are being gradually introduced to the school in a bid to limit any significant increases. Solar panels (pictured) have been installed on the Manual Arts building to supplement electricity usage and 'feedback' into the State electricity 'grid'. All fluorescent lights in the school have now been replaced with 'low energy' (T5) tubes.

The school has recently submitted an application to the National Solar School Program in April for further environmental measures in the form of two (2) 10,000 litre rainwater tanks. The successful schools will be announced in July/August 2012.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	209,776	2,996
2010	207,063	3,624
% change 10 - 11	1%	-17%

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Our staff profile

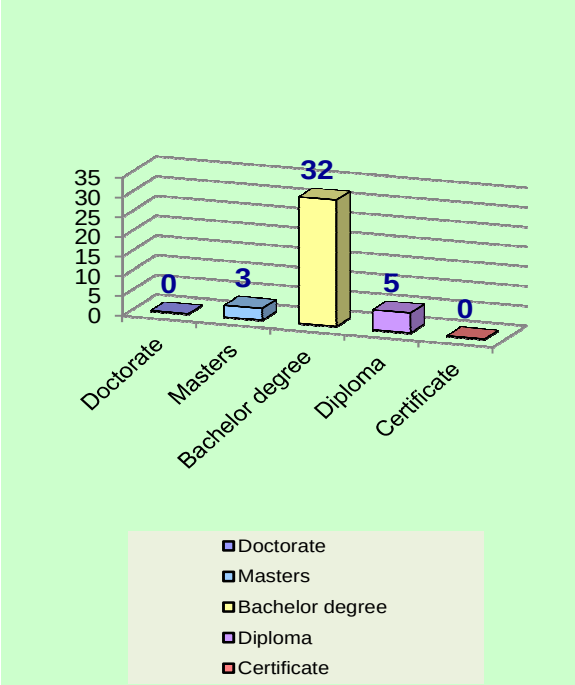
Staff composition, including Indigenous staff

School staff is its most important resource for facilitating positive student outcomes. Isis District State High School staff is a very effective group of people, committed to discharging their role to the highest capacity in support of students. The staff composition figures appear below:

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	40	29	<5
Full-time equivalents	38	19	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	32
Diploma	5
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $16016.29.

The major professional development activities are as follows:

- In-school professional activities
- Teacher mentoring and coaching

- Involvement in professional networks
- Workshop, seminar and conference attendance
- On-line learning

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

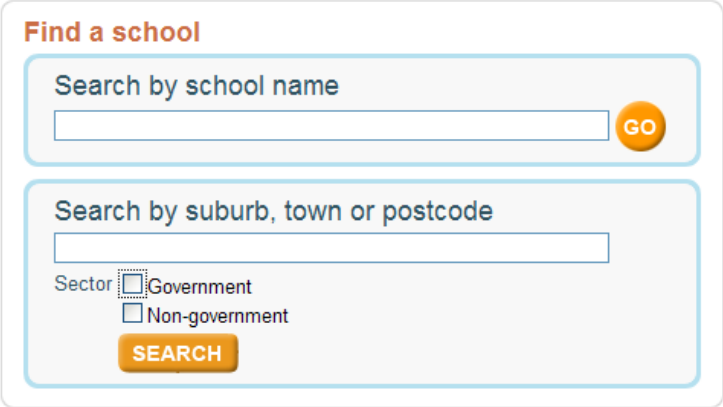
Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school' text box.**



Where it says **'Search by school name'**, type in the name of the school you wish to view, and select **<GO>'**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 88%.

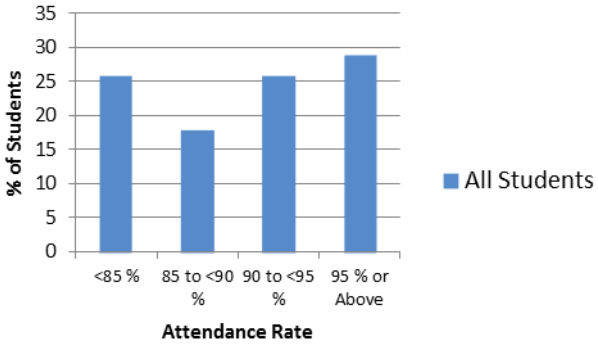
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

Year 8	Year 9	Year 10	Year 11	Year 12
90%	88%	86%	90%	88%

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outlines processes for managing and recording student attendance and absenteeism..

At Isis District State High School , school attendance is marked at the commencement of the school day through a roll group or student assembly. Attendance is then monitored during the day by teacher checking of students in every class.

The school utilises the *ID Attend* electronic software attendance package, employs a teacher-aide to maintain the accuracy of student rolls and act as a 'point of contact' for matters relating to student attendance for students, parents/cares and school staff.

Students are able to leave during the day on request of a legitimate reason from parents/carers and are required to 'sign-out' from the school office.

Where students are marked absent from morning roll-marking, parents/carers will sent a SMS text message that same morning to inform them of their child's absence and request a reason for the absence.

Where students are marked absent during the day after being present in the morning (truant), parents will be contacted, where possible.

When students have been absent from school, parents/carers are to provide an explanation to the school for the absence and this is recorded and the absence is 'authorised'. Where no reason is provided, the absence remains 'unexplained'.

Performance of our students

Where students have three or more days of unexplained absence, a letter is sent to parents requesting an explanation of the student absence.

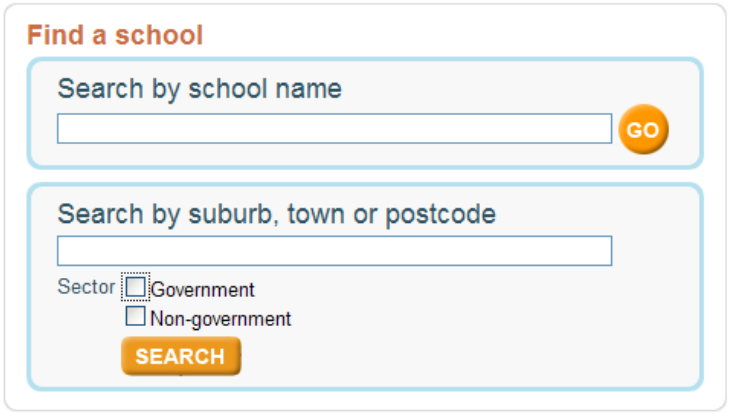
Regular school absence by students is overseen by the Head of Department (Student Services). Where students are absent regularly from school, parents are contacted by a member of the school staff member to request an interview to discuss how the student's school attendance might be improved.

The school has a serious commitment to the Education Queensland position that '*Every class every day, counts*' and seeks to maximise the regular school attendance of every student. Incentives are used to reward students for high rates of attendance.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Year 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Year 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school' text box.**



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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

A summary of our results appears below:

Achievement – Closing the Gap

The school's indigenous proportion of the total school enrolment during 2011 was 7%. Indigenous students have a better retention rate between Year 10 and 12 compared to non-indigenous students. The attendance rate of indigenous students in 2011 was 82.4% compared to the non-indigenous rate of 88.8%. The school will continue to pursue strategies to 'close the gap' between indigenous and non-indigenous students.

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	82%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	78
Number of students awarded a Queensland Certificate Individual Achievement.	6

Performance of our students

Number of students receiving an Overall Position (OP).	27
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	11
Number of students awarded one or more Vocational Educational Training qualifications.	62
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	48
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	60
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	74%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	87%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%

The 2012 School Dux received an Overall Position (OP) Score 1 and is now studying studying a Bachelor of Pharmacy at the University of Queensland in Brisbane. This student has also been awarded an *Australian Student Prize* by the Federal Government. This award is made annually to just 500 young people throughout Australia with the best academic results from their senior year of study and receives a certificate and $2000 bursary.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
3	6	11	7	0

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
49	48	4

Isis District State High School is proud of the vocational learning opportunities afforded to students in the senior phase of learning. In 2011, students were awarded the following nationally recognised vocational training qualifications:

Certificate I in Hospitality	Certificate II in Hospitality
Certificate I in Rural Operations	Certificate II in Rural Operations
Certificate I in Information Technology	Certificate II in Information Technology
Certificate II in Manufacturing	Certificate II in Business

In addition, other students complete vocational qualifications through partnership with the Wide Bay Institute of TAFE and through completing school-based traineeships or apprenticeships.

Performance of our students

Post-school destination information

Each year the Queensland Government provides a report detailing the results of a 'destination survey' of the state's Year 12 school leavers from the previous year, known as *The Next Step*. The survey targets all students who completed Year 12 and gained a Senior Statement in 2011, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between April and May 2012, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interviewing with an online and paper-based survey collected from a small number of students for whom telephone details were not available.

The response rate for the 2011 Year 12 school leavers from this school was 86%, which is a very high response for this type of survey.

The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep

The outcomes for Isis High students are shown in the table below:

Destination of Year 12 students 2011	***Isis District SHS***
University (degree)	14.9%
Vet Cert III-IV	4.5%
VET Cert I-II	6.0%
Apprentice	13.4%
Trainee	6.0%
Working FT	17.9%
Working PT/Casual	19.4%
Seeking work	9.0%
Not studying/Not working	7.5%

The results show that 83.5% of Isis High students who completed Year 12 last year are now learning and/or earning.

Nearly half our Year 12 students from 2010 (46.3%) are engaged in further learning or training, either at university, TAFE or private training colleges.

The most common form of destination was university. This is credit to the school's continuing strong academic program that prepares students well for university entry and further study.

The school's vocational education program shows a good articulation by students into further VET training with the combined VET study destinations accounting for 31.3% of students. There were 10.3% entering campus-based VET training, with participation in apprenticeships/ traineeships (19.4%).

There were 53.7% of respondents who did not enter post-school education or training. Some entered full-time/part-time employment (37.3%).

The data indicates Isis District State High School continues to provide a good preparation for students to successfully access the range of pathways available after they leave school. The community should be proud that young people can attend this school and be assured they leave with a sound preparation for their future, whatever that may be.

Performance of our students

Early leavers information

Most students continue in secondary schooling through to the completion of Year 12. Some students, in conjunction with their families may make the decision that they would prefer to take advantage of other opportunities as an alternative to schooling. These students and families are provided with advice through the school administration and counselling through the school Guidance Officer to ensure any decisions made are based on reliable information and are well considered. At all times, the welfare and future pathways for students are primary considerations. Students and parents are advised of the requirements of the State Government's compulsory schooling requirements and compulsory participation ('learning or earning') legislation. Students who leave school early generally transition into employment, traineeships/apprenticeships or further training (Eg. TAFE, private organisations). Isis District State High School takes pride in its preparation of young people to pursue viable pathways into their futures.

Isis District State High School – School Captains 2011